



**IMPROVING WRITING RECOUNT TEXT BY USING  
PHOTOGRAPHS  
(A CLASSROOM ACTION RESEARCH OF THE EIGHTH A  
GRADE STUDENTS OF SMP NEGERI 1 MAYONG JEPARA  
IN THE ACADEMIC YEAR OF 2013/2014)**

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**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MURIA KUDUS**

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**SKRIPSI**

**Presented to the University of Muria Kudus  
in Partial Fulfillment of the Requirements for Completing the Sarjana Program  
in English Education**

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**2013**

## MOTTO AND DEDICATION

### MOTTO

- There is no impossible word if we never give up. Keep studying and praying to Allah.
- All begins from dream, and your dream will come true if you try to do your dream.
- Better late than never.



### DEDICATION

She dedicates this Skripsi to:

- Allah SWT (the best Architect in my life).
- Her beloved parents (Shobur Ahmad and Zunainah), and my little brother (M. Fathul Mujib) that always gives the support.
- Her beloved fiance (Dawang Saputra) who always gives support and motivates her in finishing this skripsi.

#### ADVISORS' APPROVAL

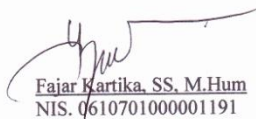
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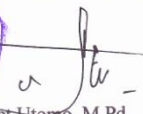
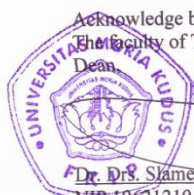
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Acknowledge by  
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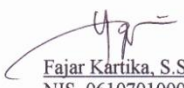
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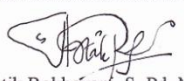
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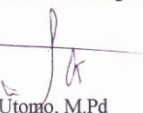

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## ACKNOWLEDGEMENT

The writer gives her gratitude to Allah SWT for giving her everything in her life, so that she can finish writing the research entitled **“Improving Writing Recount Text by using Photographs (A Classroom Action Research of the Eighth A Grade Students of SMP Negeri 1 Mayong Jepara in the Academic Year of 2013/2014)”**. Then, the writer would like to express her gratitude to:

1. Dr. Drs. Slamet Utomo, M.Pd as the Dean of Teacher Training and Education Faculty of Muria Kudus University.
2. Diah Kurniati, S.p.d, M.Pd as the Head of English Education Department of Muria Kudus University.
3. Drs. Muh Syafei, M.Pd. as the first advisor who has given contributive criticism and assistance during completing this research.
4. Fajar Kartika, S.S, M.Hum. as the second advisor who has given contributive criticism and assistance during completing this research.
5. Drs. Kasmono. as the Headmaster of SMP N 1 Mayong Jepara, who permits and facilitates her to conduct the research in his school.
6. Rochmawati Noviana, S.Pd. as the English Teacher of SMP N 1 Mayong Jepara, who allowed the writer to carry out the research in her class.
7. All of lecturers and staffs of Muria Kudus University.
8. Her beloved parents, sweet heart, little brother, niece, and nephew who always guide, share happiness and give the best support.

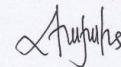


10. All of her friends of FORMI especially (Rusty, Rani, Sari, Happy, and Nana) who always support her.

11. Last but not least everybody whose names could not be mentioned one by one, for all of their helps and contribution which enable completing this skripsi.

Finally, the writer really hopes the constructive suggestion and criticism. Hopefully, this skripsi gives benefit for the readers.

Kudus, August 2013



The writer



## ABSTRACT

Nafisah, Ainun. 2013. *Improving Writing Recount Text by using Photographs (A Classroom Action Research of the Eighth A Grade Students of SMP Negeri 1 Mayong Jepara in the Academic Year of 2013/2014)*. Skripsi. English Education Department, Teacher Training and Education Faculty Muria Kudus University. Advisors: (i) Drs. Muh Syafei, M.Pd (ii) Fajar Kartika, S.S, M.Hum.

**Key words:** writing, recount text, photographs

Writing is one of the important skills in teaching English. People need to learn writing in English, for occupational or academic purposes. Writing can also become source of knowledge; that is because by writing can know the world. The eighth grade students of SMP N 1 Mayong Jepara argue that writing is difficult. The students' interest to write English is low. Criteria of Minimal Score (KKM) of the eighth grade are 75. Meanwhile, the students' average score are 63.4, it is under of KKM. Understanding the fact, the writer is eager to help them by using Photographs as medium to improve writing Recount Text of the eighth grade students of *SMP N 1 Mayong Jepara* in the academic year 2013/2014.

This action research aims are: (1) to find out the improvement of writing recount text of the eighth grade students of SMP N 1 Mayong Jepara in the academic year 2013/2014 taught by using photographs. (2) to find out the response of the eighth grade students of SMP N 1 Mayong Jepara in the academic year 2013/2014 who taught by using photographs.

The writer conducted classroom action research to solve the research problem. The research was conducted in the eighth A grade students of SMP N 1 Mayong Jepara in the first semester of academic year 2013/2014. The number of the students in the classroom was 36 students; 20 female and 16 male. This research consists of two cycles and each of cycles has the instrument. They are: observation and test. Besides that, the writer also applied the research design in every cycle as follows: planning, action, observation, analysis and reflection.

The findings of the research showed that in the first cycle, there were 19 (52.8%) students who had got scores under the criteria Minimal Score of 75. The mean score was 72.4 and the average score percentage is 72.4% as **fair** categorized. In cycle II, the average scores of written test increased that was 79.7 and the average score percentage is 79.7% as **satisfactory** categorized improvement determined of this research. The students who got scores under the Criteria of Minimal Score of 75 got down from 19 (52.8%) as 8 (22.2%). Here, the optimal result was gained. There is an improvement of the students' activity in teaching writing recount text by photographs in every cycle. In cycle I, the enthusiasm of the students had no idea for using photographs, students' curiosity were arouse of new media. In cycle II, to be familiar with photographs, to have

idea on using photographs as media in writing learning activities made the students enthusiasm to follow in writing activities. Seriousness when being involved in writing activities and in doing the writing skill test was clearly in view. With high motivation, the students were relax and had fun to get involved in the writing activities.

Photographs can improve the writing recount text of the students, so it is suggested that the English teacher better uses photographs as the alternative teaching media to improve students' writing recount text. In addition, the students should practice more in increasing their knowledge, so their ability in writing recount text by using Photographs will improve well.



## ABSTRAK

Nafisah, Ainun. 2013. *Meningkatkan Menulis Teks Recount dengan Menggunakan Foto (Penelitian Tindakan Kelas pada Siswa Kelas VIII A SMP Negeri 1 Mayong Jepara Tahun Ajaran 2013/2014)*. Skripsi. Program Studi Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Penguji: (i) Drs. Muh Syafei, M.Pd (ii) Fajar Kartika, S.S, M.Hum.

**Kata kunci:** menulis, teks recount, foto

Menulis adalah salah satu kemampuan yang utama dalam pembelajaran bahasa Inggris. Manusia butuh belajar dalam menulis bahasa Inggris, untuk tujuan mencari pekerjaan atau pendidikan. Menulis juga dapat menjadi sumber dari pengetahuan, sehingga kita dapat mengenal dunia dengan tulisan. Siswa kelas delapan SMP N 1 Mayong Jepara berpendapat bahwa menulis itu sulit. Ketertarikan siswa dalam menulis bahasa Inggris sangatlah rendah. Kriteria Ketuntasan Minimal (KKM) untuk siswa kelas delapan adalah 75. Sementara itu, nilai rata-rata siswa kelas delapan adalah 63.4, nilai itu dibawah KKM. Dengan fakta tersebut, penulis ingin sekali membantu mereka dengan menggunakan foto sebagai media untuk meningkatkan menulis teks Recount pada siswa kelas VIII SMP N 1 Mayong Jepara Tahun Ajaran 2013/2014.

Tujuan penelitian tindakan kelas ini adalah: 1. Untuk meningkatkan kemampuan menulis teks recount siswa kelas VIII SMP N 1 Mayong Jepara tahun ajaran 2013/2014 diajar dengan menggunakan *foto*. (2) Untuk mengetahui respon siswa kelas VIII SMP N 1 Mayong Jepara tahun ajaran 2013/2014 diajar dengan menggunakan *foto*.

Penulis melakukan penelitian tindakan kelas untuk memecahkan masalah penelitian. Penelitian ini dilaksanakan pada siswa kelas VIII A SMP N 1 Mayong Jepara Tahun Ajaran 2013/2014 di semester pertama. Dengan jumlah siswa kelas VIII adalah 36 siswa: 20 siswa perempuan dan 16 siswa laki-laki. Penelitian ini terdiri dari dua siklus dan tiap siklus memiliki instrumen yang meliputi: observasi dan tes. Disamping itu, penulis juga menerapkan desain penelitian dalam tiap siklus adalah sebagai berikut: perencanaan, pelaksanaan tindakan, observasi, analisis dan refleksi.

Temuan dari penelitian yang dilaksanakan memperlihatkan bahwa pada siklus 1, masih ada 19 (52.8%) siswa yang memperoleh nilai di bawah nilai KKM (Kriteria Ketuntasan Minimal) dari pelajaran Bahasa Inggris telah ditentukan, yaitu 75. Nilai rata-ratanya adalah 72.4 dan persentase nilai rata-ratanya adalah 72.4 % dalam kategori *cukup* pada kategori perolehan. Pada siklus 2, nilai rata-rata tes menulis siswa meningkat menjadi 79.7 dan persentase nilai rata-ratanya menjadi 79.7% dalam kategori *memuaskan* yang sudah ditetapkan dalam penelitian ini. Siswa yang mendapat nilai dibawah KKM 75 berkurang dari 19

(52.8%) menjadi 8 (22.2%). Dalam siklus 2 ini, hasil terbaik telah diperoleh. Ada perkembangan aktivitas siswa dalam pengajaran menulis teks recount dengan menggunakan *foto* dalam tiap siklus. Pada siklus 1, semangat siswa belum menemukan gagasan dengan menggunakan *foto*, rasa ingin tahu siswa tinggi terhadap media baru. Pada siklus 2, karena telah terbiasa menggunakan *foto*, mereka menemukan gagasan dalam menggunakan *foto* sebagai media dalam aktivitas menulis, rasa ketertarikan siswa terbentuk untuk mengikuti aktivitas menulis. Siswa serius terlibat dalam aktivitas menulis dan dalam mengerjakan tes kemampuan menulis dengan tujuan yang jelas. Dengan semangat yang tinggi, siswa santai dan senang untuk terlibat dalam aktivitas menulis.

*Foto* dapat meningkatkan kemampuan menulis teks recount siswa, jadi disarankan bahwa guru Bahasa Inggris lebih baik menggunakan *foto* sebagai media pembelajaran alternatif dalam Bahasa Inggris untuk meningkatkan kemampuan menulis teks recount siswa. Disisi lain, siswa harus banyak latihan untuk meningkatkan pengetahuan mereka, jadi kemampuan mereka dalam menulis teks recount dengan *foto* akan meningkat dengan baik.





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